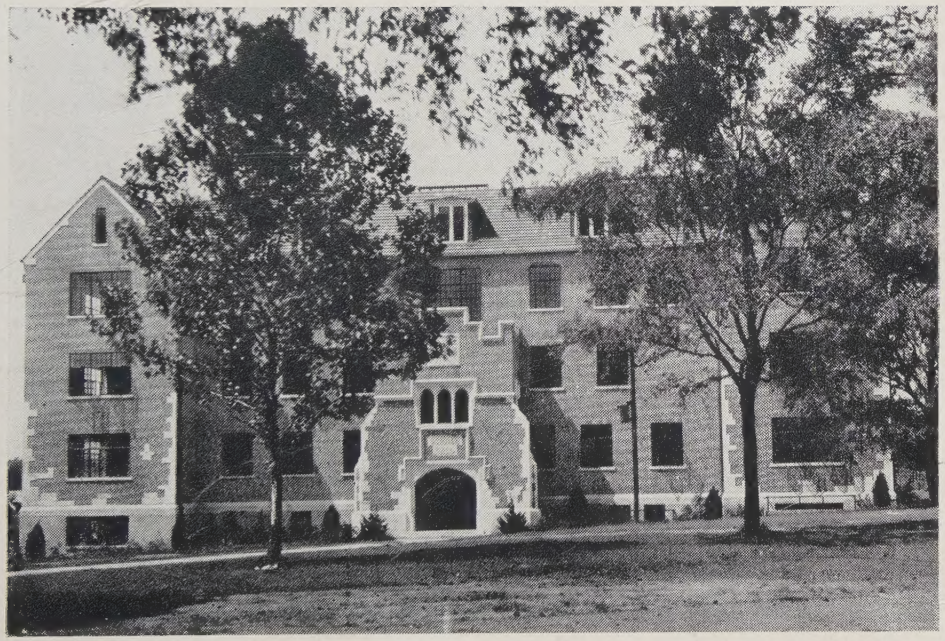
LEVEL
ONE

Christian Education Magazine



SCIENCE HALL, HENDRIX COLLEGE

NOVEMBER, 1931

HENDRIX COLLEGE AND THE TRINITY SYSTEM

HENDRIX COLLEGE and our new Unified Program of Higher Education in Arkansas are at this time objects of attention, not only on the part of the people of that State, but on the part of Southern Methodists generally. In addition to this, the eyes of school and college administrators throughout the South are upon them.

The cause of this focusing of interest is twofold. First, in spite of the prevailing depression, a long-dreamed-of and magnificent Science Building has recently been completed upon the campus at Hendrix and is to be dedicated with fitting ceremonies on December 4. Second, this fall has witnessed the completion of all preliminaries and the final launching of the Trinity System of Colleges of which Hendrix College, at Conway, is the major unit and Galloway College, at Searcy, is a strong and thoroughly accredited auxiliary institution.

In recognition of these significant steps, therefore, CHRISTIAN EDUCATION MAGAZINE is pleased herewith to present to its readers in word and picture some of the salient features of these progressive institutions. Congratulations to them on past achievement and continued success to them in the future.

Christian Education Magazine

BOYD M. McKEOWN, Editor

PUBLISHED BI-MONTHLY BY THE DEPARTMENT OF SCHOOLS AND COLLEGES OF THE BOARD OF CHRISTIAN EDUCATION, M. E. CHURCH SOUTH, 810 BROADWAY, NASHVILLE, TENNESSEE

Entered as second-class matter at the post office at Nashville, Tennessee, under the act of August 24, 1912.

Volume XXI NOVEMBER, 1931 Number 6

College Day as Understood

THE annual "College Day" provided for by legislation of the last General Conference and observed for the first time on the fifth Sunday of last May, in its generally accepted meaning, has the double purpose first of informing the membership of the local Church concerning the Church's place in the program of Higher Education, and, second, of obtaining an offering from each local Church for certain educational causes.

The present understanding of the day assigns the greater emphasis to the former of these purposes and makes it the major responsibility in the day's observance. According to the Discipline, "College Day" is an occasion for presenting "Christian education as carried on in the colleges and universities of the Church." It is widely believed, therefore, that its general observance should be first of all for the purpose of acquainting the last man and last woman in Southern Methodism with information as to why the Church is in educational work and as to the exact things it hopes to accomplish through its program of Higher Education. It is further believed that "College Day" should not only be one of the most potent agencies for the dissemination of this information, but that it should afford also an effective time for presenting to the local Churches within its territory the specific services, advantages, and needs of the Conference college.

The suggested method of observance calls for a distinct school and college emphasis in all the services of the local Church on "College Day." This emphasis might well be present in the Worship Service of the Sunday school, especially in the Young People's and Adult Divisions, and it merits a strong sermon on some appropriate theme at the eleven o'clock hour. In addition, it might reasonably form the basis for the Epworth League program and might logically find expression in the general worship service at the evening hour through the use of a musical or deputation group from a near-by college, or by recognition and use of local young people who are, or have been, Church college students.

Such an observance must soon result in two highly desirable by-products. The first will be an increased amount of understanding and good will between the Church college and the local Church. The second will be the turning of a larger number of the choice young people of the local Church into the Church college for the purpose of receiving the well-rounded training demanded for vocational efficiency, social poise and broad, social attitudes,

æsthetic appreciation, avocational skills and interests, and, last but not least, for a quality of religious training that will fit them to find and fill places of service in their respective local Churches.

THE second purpose of "College Day" as it is at present understood, has likewise a definite disciplinary foundation. In paragraph 461, item 6, we read: " . . . an offering shall be taken to assist worthy students in our own institutions and to help in establishing and maintaining departments of religious education. This offering shall be forwarded to the Annual Conference Treasurer, who shall remit twenty-five per cent to the Treasurer of the General Board of Christian Education and the remaining seventy-five per cent to the Treasurer of the Conference Board of Christian Education. . . ."

While interest in the matter of revenue through this source is decidedly secondary to the purpose of "College Day" outlined above, there is a distinct feeling that the day should be observed in accordance with the Discipline and that an offering for the stipulated causes should be taken in every local Church. The strong impression is that mutual advantages will accrue since by such a step the local Church's interest in schools and colleges may be enhanced as in no other way and since the total income resulting from even a small offering made by each of the approximately 17,500 local Churches of Southern Methodism would in the aggregate amount to a considerable sum.

The date designated for observance of "College Day" in 1932 is again the fifth Sunday in May, and it should be observed in every local Church on that date or as near thereto as practicable. It is recognized as a responsibility in which the General Board, the Conference Board, the Executive Secretary, and the College Administration are all deeply interested, and by their united efforts "College Day" will more and more assume the significant place which is possible for it under our Church's new, unified educational program.

B. M. M.

American Education Week

November 9-15, 1931

PARENTS and teachers in the hundreds of communities throughout the United States will discuss "What the Schools Are Helping America to Achieve" in the eleventh annual American Education Week which will be observed November 9-15. The program will be sponsored, as it has been for a decade, by the United States Office of Education, the American Legion, and the National Education Association.

The program of topics follows:

General Topic: What the Schools Are Helping America to Achieve.

Monday—In Economic Progress.

Tuesday—In Child Health and Protection.

Wednesday—In Citizenship and Loyalty to Law.

Thursday—In Improvement of Rural Living.

Friday—Through a Higher Level of Intellectual Life.

Saturday—Through the Enrichment of Adult Life.

Sunday—Through High Ideals of Character and Home Life.

A Look at the Second Year Under the New Board of Christian Education

J. H. REYNOLDS*

THE General Board of Christian Education, constituted by the last General Conference by consolidating the old Boards of Education, Sunday School, and Epworth League,

J. H. REYNOLDS

has functioned now for one year. Doubtless the Board has not satisfied the expectations of its more enthusiastic friends; certainly it has not failed in the degree that some of its opponents prophesied.

The Board started out conscious of the delicate tasks assigned it, and it probably moved more slowly than some of its supporters desired. A big objective constantly before the Board has been to realize a spiritual unity between the special friends of the old Boards and to conserve the permanent values of former organizations.

The General Conference chose Dr. W. F. Quillian, President of Wesleyan College, at Macon, Ga., as the General Secretary of the Board. Bishop E. D. Mouzon was elected chairman, Bishop Paul B. Kern, vice chairman, and Rev. L. H. Estes, recording secretary of the General Board.

The Board chose Rev. J. Q. Schisler, Secretary of the Department of the Local Church, Dr. W. M. Alexander, Secretary of the Department of Schools and Colleges, and Professor W. E. Hogan, Treasurer of the Board. Rev. Schisler and Professor Hogan had been tested by long experience in the service of the old Boards and had built up throughout the Church large confidence in their ability for the special work to which they were called. Dr. Alexander had back of him successful experience as a teacher and as a college administrator. Acting from time to time upon the recommendation of these officers, the Board has made up the staff. The new organization represents wisdom and efficiency. The Executive officers have interpreted wisely the legislation of the General Conference and have succeeded in projecting new policies in such a way as to avoid offending the special friends of the old Boards. They permitted the continuation of the machinery in the local Church throughout the connection as constituted by the old Boards until the staff at Nashville had time to mature plans for modification, and from time to time printed instruc-

*President Hendrix College and Member Executive Committee, General Board of Christian Education.

tions have gone out, and gradually the Church has come into possession of the revised policies growing out of the consolidation.

The Board has effected large economies in administration. Salaries are reasonable, and the combined force of the new Board represents a net saving of many thousands of dollars a year to the Church.

THE Annual Conferences in the fall of 1930 put into operation the new organization by constituting the Annual Conference Boards of Christian Education and by electing Conference Executive Secretaries and other officers to take over the work of the three old Annual Conference Boards merged into one. The Church at large has accepted whole-heartedly the new legislation and has given the General Board at Nashville the most generous coöperation in carrying out its plans. The spirit of unity running through the legislation has been heartily welcome in all Annual Conferences, and the consolidation has been accepted throughout the Church.

The work of the Board has been handicapped by the depression which has greatly reduced its revenue with which to function. This has been felt especially by the Department of Schools and Colleges because the appropriations for the Departments of Bible and Religious Education in our colleges and the support of student pastors and Bible teachers in tax-supported colleges and universities have been cut deeply, thus seriously embarrassing the work in both the colleges of our Church and in tax-supported institutions.

Dr. C. A. Bowen chosen by the General Conference as Secretary of the Editorial Department, has had a heavy and difficult task in giving a setting to the literature of the Board. He has wisely been slow in making changes but is showing marked ability and leadership.

ECONOMY, simplicity, and brevity have been important considerations with the new Board. This is nowhere more clearly evidenced than in a comparison of the quantity of promotional literature issued by the new Board with the quantity of similar literature formerly issued by the old Boards. In the matter of young people's work, for instance, which may be taken as typical, the comparison shows that 32 bulletins totaling 1,092 pages dealing with organization and work of young people were issued by the three old Boards, while the new Board in discussing the same subject has issued only 9 bulletins with a total content of 267 pages. This represents unification, correlation, and simplification in a Christian education program for a great Church. It takes considerable machinery and much printed matter dealing with organization even when it is simplified to the highest degree. The work of the new Board in this respect is far from complete. That the Church appreciates its wise administration, however, is apparent from the constant support and popularity accorded it by the Church at large.

The delicate work of unifying the Sunday school and Epworth Leagues has been carried out with skill and wisdom by the Secretary of the local Church. The process of blending them into a unity has gone steadily forward, and throughout the Conferences the young people have moved toward unity by functioning in the Sunday school in the morning and in the Epworth League at night. The old names are rapidly being dropped, and the term

"Young People's Division" is taking the place of the terminology used under the old Boards. The enthusiasm with which the young people have taken hold of the new organization is prophetic of a brighter day for religious education in the Church.

THE feeling entertained by some that the colleges might lose through the consolidation has apparently not been justified. The fact that the Executive Secretary of the Conference Board of Christian Education from now on is related alike to the colleges, to the Sunday schools, and Epworth Leagues has given the colleges a connecting link with the local Church. The opportunities afforded by "College Day" and by the days set apart each quarter in the local Church for bringing the college to the attention of the people have opened up to the colleges an approach to the people not open heretofore. While it is too early to prophesy the ultimate outcome, the feeling seems to be justified that the colleges and the local Churches are going to be linked up more closely than ever before and that this will bear fruit in increased attendance on the part of the young people at the colleges and in a larger college consciousness on the part of Church members at large.

In some Conferences the executive secretaries of the Annual Conference Boards of Education and the college authorities are coöperating heartily in carrying the full import of the new legislation to the local Churches and in rebuilding the structure of the young people's organizations and relating it to the colleges. If the new order of things brings to the young people acquaintance with their Church colleges and a consciousness that these colleges are part of the provision made by the Church for the continuation of their Christian education and for the development of leadership, we will see the young people of the Church passing naturally from young people's organizations in the local Church directly into the Church colleges. If this is to be realized, our pastors and presiding elders must come to see in the new legislation the unique opportunity that is theirs to give the Southland a type of Christian education resting upon a popular support of the Church college never yet realized.

The General Conference has merely laid the legal foundation, and the Board has followed with its organization. This has been accomplished in the first year. To bring to the leadership of the Church, including bishops, pastors, presiding elders, educators, Conference Boards of Christian Education, a full consciousness of all of the implications and opportunities in this legislation and consolidation of Boards is the task of the second year. It is one worthy of the genius and ability of the leadership of the entire Church. Its realization will bring to Southern Methodism a commanding place in the field of Christian education. It will mean a contribution to Christian civilization in the South of far-reaching moment and an enrichment of the leadership of the nation.

"ONE of the philosophical things that has been said in discriminating man from the lower animals is that he is the one creature who is never satisfied. It is well for him that he is not so, that there is always something more for which he craves. To my mind this factor strongly hints that man is infinitely more than a mere animated machine."— FISKE.

What the College Expects of Its Students

D. M. KEY*

NOTHING could please a schoolman more than to be asked, as in a sort of day dream, to catalogue the characteristics of his ideal pupil. This delightful task is made the

D. M. KEY

more easy by the contemplation of many a fine boy and girl now in his college who, in one or more of the elements of personality, have equaled or exceeded his ideals.

First of all the college wishes in its pupils earnest and industrious application to the business of learning. It asks of its pupils as fundamental to its tasks, intelligence, lively satisfaction in ideas, curiosity about the workings of nature, and the characteristics of human nature. There is needed a healthy mind and soul reaching out for a rational comprehension of the conditions that surround it, and driven by the natural urge to exercise the full round of powers, including those highest powers of spiritual and mental communion and creative activity of mind and body.

A survey recently brought out the fact that ninety per cent of the constructive measures adopted by a certain faculty were designed and contrived to inspire and reward thorough scholarship. On the lamentable other hand, however, fully three-fourths of the actual time of deans and committeemen outside of the classroom was taken up with disciplinary dealings with matters that had no bearing whatever on the intellectual life and very largely concerned a very limited number of students. Many colleges are now rewarding the diligent and successful students by scholarships and other financial rewards. Millsaps College has just announced a reduced tuition fee for all students who show the highest class of intelligence and application.

SECONDLY, the college expects of its students a degree of self-control that is a necessity for the young person who is leaving home and starting an independent career of his own. This stage of independent self-direction is bound to come for the young high school graduate in any case. The hour has come for him to have his own money and spend it, to have his time at his disposal and to go where he chooses. No college will administer these things for him by a prison routine, and no employer will control what he does with his pay or be responsible for his coming to work on time. If his home and school training has not prepared him to control his expenditures of money and time by a budget and schedule of his own making, he is not ready for college. The deans and professors will give him advice, counsel, and sympathetic

*President Millsaps College, Jackson, Miss., and President Methodist Educational Association, 1931.

guidance. They will bear with the errors and follies of his freshman year and help him to correct them with all the affection and understanding of a considerate parent. But they must have a degree of established character and self-control in their pupils as a condition of successful studies.

This the average college student has already acquired. His home training and duties and his elementary schooling have prepared him for independence. If a student has had the character and intelligence to prepare himself for college before he is sixteen, the anxious parent need not be apprehensive at the freedom that is his as a college man. A very careful survey of these very young freshmen in our colleges during a period of ten years showed that of fifty-one such students, thirty graduated, seventeen with honors, and sixteen with high honors, and none were dismissed or otherwise seriously disciplined. Needless to say, these achievements were far superior to the average of success in college of all students during the same period.

FINALLY, the college expects of its students a definite purpose of achievement for which its program of studies is recognized to be a training. A few of its students will already have decided on a life work, such as the ministry, missions, medicine, business, or engineering. These students are perhaps fortunate because their goal is clear. But it is enough that the youth have a settled purpose, an intention and a consecration that will give continuity and meaning to the college program. Without this settled purpose the college student is merely marking time. He is the child, reciting lessons, playing at athletics, getting by, eagerly waiting for the Christmas and Easter holidays.

Intelligence, self-control, settled purpose, these the college expects of its students. The entire organization of the college is designed to serve the needs of such persons. Its libraries, its laboratories, its trained instructors, its provision for physical development and healthful diversion, its full round of intellectual, social, and spiritual activities are set up for one purpose—to assist the youth to prepare himself for useful living. The record of the disasters and failures of students in college is almost totally made up of those who did not have these qualities.

Like all the other phases of the Church's activities, the Christian college is evangelistic. It brings to bear the spiritual forces of faith, love, and personal devotion to the will of God in the formation and strengthening of character. But the college is not a reformatory. Just as it requires fifteen Carnegie units for entrance, so also it expects the raw material of Christian character in the equipment of those it seeks preëminently to serve. The present-day Church college is exceedingly limited by its financial support in the number of students it can accept. If the local congregation will make sure by encouragement, by financial assistance, if that be necessary, that its more earnest, purposeful, and intelligent young people, are led to enroll in its Church colleges, it can thereby determine the moral and intellectual superiority of its institutions. The student body of the Church college is now a far more steady, sane, and wholesome community than the average of the young people in the towns and villages of the country or in the larger colleges. By such definite coöperation the Churches can make it much better than it is.

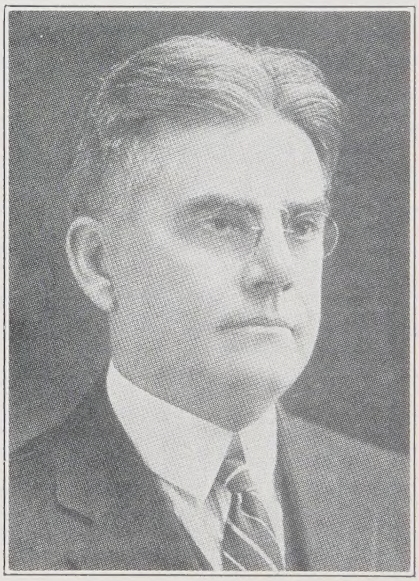
What Parents Have a Right to Expect of the Christian College

G. L. MORELOCK*

Our discussion of this question will be both from the standpoint of our experience as president of one of our Christian schools and as a parent whose children have matriculated in and graduated from one of our Christian colleges.

UNREASONABLE EXPECTATIONS

PARENTS have no right to expect the unreasonable of a Christian college. The college cannot do the



G. L. MORELOCK

impossible. It cannot give to a boy, or girl, native endowment, intelligence, industry, or good character. These are matters of heredity, environment, and training. It is asking too much of the Christian college to expect it to convert stupidity into intelligence, laziness into industry, and an evil mind and habits into good character. The influence of the home from every viewpoint must be taken into account in any reasonable expectation of the contribution which the college is to make to the life of the student.

Other limitations of the college should also be borne in mind. These are physical equipment and income, for they materially affect the life and work of the institution. Lack of adequate equipment and endowment place grave limitations on the Christian college from the standpoint of physical equipment and the number and quality of the faculty. It takes large sums of money to erect buildings for administrative purposes, class work, laboratory, dormitory, gymnasium, etc., and for the maintenance of an adequate faculty. The Christian parent must seriously consider these limitations—limitations that are imposed on the Christian college for a number of reasons, one of which is the lack of vision and liberality of the Christian churchman who is possessed of means that might be invested wisely in Christian education.

REASONABLE EXPECTATIONS

HAVING taken into consideration some of the limitations (others might be mentioned) that confront the Christian college, we raise the question: What do Parents have a right to expect of their Christian college?

*Secretary General Board of Lay Activities.

Safeguarding Physical Health

THE Christian college as far as possible should provide clean and attractive physical surroundings so far as campus, dormitory, classrooms, laboratory, gymnasium, etc., are concerned. It should give to its students physical conditions with reference to these that are conducive to physical health. As far as possible likewise the physical plant of the institution should be made attractive so that the best influences from the æsthetic viewpoint shall be made upon the life and character of the student.

The Christian college should furnish for its students every possible facility for safeguarding and preserving their health. This should take the form of adequate physical examination, healthful conditions in dormitory, classrooms, laboratory, etc., and a definite program of physical education and training. This work should be under the direction of one who is especially skilled in this field. Such a program of physical training should include, of course, games, hikes, and work in the gymnasium. The suggestion for the program of physical training is not made with reference to intensive training which is usually given to a small group who may constitute a football team, but a program of physical culture that meets the needs of every student both from the standpoint of general health and of any peculiar needs that may present themselves because of constitutional limitations of the individual student. Christian parents have a right to expect that the Christian college will conserve and promote the physical health of its students because good sound bodies are fundamental with reference to the work of the world and the propagation of the race.

Academic Training

FROM the standpoint of its equipment in library, laboratory, and teaching staff, the Christian college should be able to do as effective work in the courses offered as any other institution in the land. Parents have a right to expect the degree of their denominational Christian college to be on a par with that of the best educational institutions of the land. In other words, the Christian college should be able to measure up to the standards of scholarship and equipment laid down by the various accrediting agencies of our country. The diploma which the student bears from the Christian college should be recognized and accepted by the best institutions of learning in this country. The graduate of a Christian college suffers an irretrievable harm if his institution does less than this. There should be no excuse for the deception of parents at this point. Unless there is a reasonable expectation that a Church college can reach and maintain the standards of equipment and scholarship set up by the various accrediting agencies, then it has no right to proceed further, and in justice to the boys and girls and parents of its constituency it should close its doors and say to these students that they should seek their education in some other institution.

Christian Character

ABOVE everything else parents have a right to expect a Christian college to maintain on its campus an atmosphere that is conducive to the development of Christian ideals and Christian character. They have a right to demand that the officers and teachers of a Christian college shall be men and women of vital Christian character who give evidence in an unusual degree of the influence

of the Christian religion in their daily lives and who teach their particular subjects from the viewpiont of the Christian philosophy. The officers and members of the faculty of a Christian school should be members of local Churches and so relate themselves to the program of the denomination which has instituted and fostered the college as to leave a lasting impression upon the minds of the students that the Christian religion and the Church as an institution for its propagation are vital for all of the best values of civilization. In addition to this the members of the faculty of a Christian college should exert a vital influence for good in the development of Christian and moral ideals in the lives of their students through their personal contacts. This is exceptionally important because of the marvelous influence exerted by faculty members in these personal relationships.

In addition to this the Christian college should offer thorough courses in religion: a study in comparative religions, the history of the Christian Church, definite Bible courses, courses in religious education, and such allied courses as sociology and ethics. These courses should not be subordinated in point of value to any other courses in the curricula, but rather should receive special emphasis.

The Christian parent has a right to expect that the management of the college will so plan its work and program as to banish from the campus as far as possible hurtful moral influences. On the other hand there should be a definite plan and purpose on the part of the management of the college to conserve every Christian value in the lives of its students and bring each one, as far as possible, into vital relationship with Jesus Christ as personal Saviour.

Liberal Arts College Movement Broadcast

Every reader of this magazine will want to tune in on the radio program arranged by the American Liberal Arts College Movement, and broadcast over the National Broadcasting Company network on November 14, 8:30 to 9:30, Eastern Standard time.

This national broadcast is a concerted effort to interpret the needs, the aims, and the achievement of the American Liberal Arts College and to strengthen the appreciation of the public for the contributions the liberal arts colleges have and are making to civilization.

The program will consist of two parts. The first part will be in charge of nine divisional representatives who are arranging programs by college presidents in various sections of the country. The second half hour will be a broadcast of addresses given by President Herbert Hoover, Dr. Robert L. Kelly, Mrs. Thomas J. Preston, Jr., Dr. John H. Binley, and Dr. A. N. Ward.

This broadcast is made possible through the courtesy of the National Broadcasting Company and its associated stations. It is estimated this service would, if paid for at usual rates, cost the Movement $250,000.

Dr. Guy E. Snavely, President of Birmingham-Southern College, is one of the Regional Directors sponsoring the program in a half-dozen Southern States, and several other educational leaders from our schools are State Directors.

Hendrix College

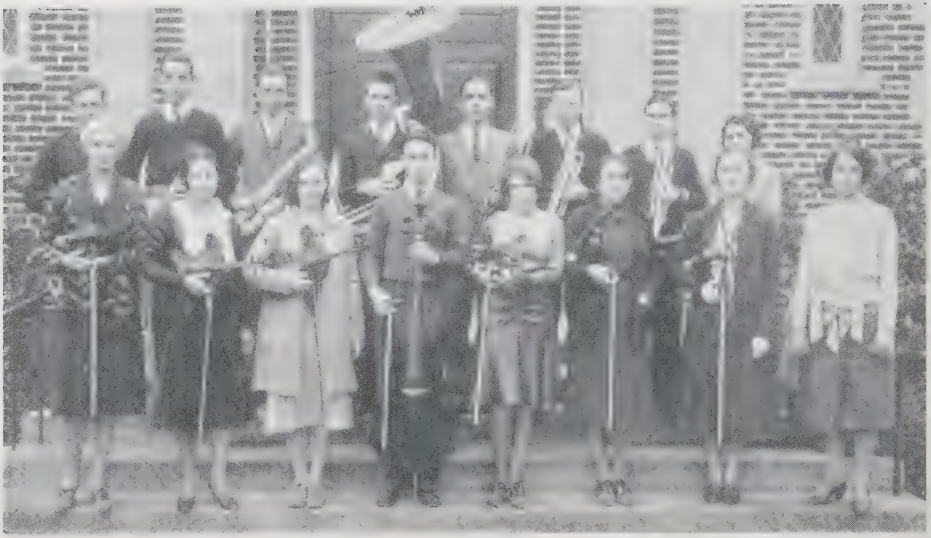
(CONTRIBUTED)

DR. ROBERT A. MILLIKAN, is to deliver the address on the occasion of the dedication of the new Science Hall at Hendrix College, December 4." This notice which recently appeared in the associated press is significant not only as a piece of news, but because it reflects a characteristic of Hendrix College. Since its foundation forty-eight years ago, the whole policy of the college has been permeated with the idea of quality—quality in faculty, quality in student body, quality in scholarship, and quality in Christian character. Securing Dr. Robert A. Millikan, the greatest living physicist of the world, to dedicate the Science Building is, therefore, in keeping with the high intellectual quality always emphasized by the college.

The Science Building, itself, with its appropriate architecture, substantial construction, and complete equipment, is typical of the policy of the school in always striving for the best.

The Hendrix emphasis upon quality is further attested by the fact that the General Education Board, of New York City, which is noted for its high and rigid standards, has been for more than twenty years appropriating money to the college because its officers recognized there a quality of work and service which was distinctive and which was of the type the Board was designed to foster. This Board has appropriated more than half a million dollars to Hendrix, over four hundred thousand going into endowment and the latest gift of one hundred and fifty thousand being directed to the building of the new Science Hall. The significance of this gift is perhaps better understood when it is remembered that Hendrix is the third col-

HENDRIX COLLEGE—MARTIN HALL (MEN'S DORMITORY)



HENDRIX ORCHESTRA, 1930-31

lege of the South to be singled out by the Board as a recipient of its aid.

Another impressive thing about Hendrix College is its rugged courage in the face of difficulties and discouragements. It has never yielded to the popular demand for cheap education, dishonest athletics or low moral standards. In earlier decades when there was little popular support for a strong emphasis upon scholarship and character, Hendrix adhered at the cost of blood and money to the highest ideals of Christian education.

WITHIN recent years, also, its courage has been readily apparent in its vigorous opposition to the enactment of an anti-evolution law in Arkansas. Though the proposed law was not applicable to Hendrix, the college, upon high patriotic grounds, entered the fight against its passage. Feeling that it was folly to attempt to legislate upon matters of science and with a sense of obligation to the State to point out the injustice to its citizenship of a law which limited intellectual honesty and sound scholarship, Hendrix chose to take the unpopular side of a much agitated question.

Strong in the belief that the teacher makes the school, Hendrix has spared no pains to bring to its faculty the best of teaching talent. Not content with that, the College has always encouraged its teachers to continue their training through attendance at Summer schools and through other means that might be at their command. Leaves of absence for study have never been refused when asked. As a result of this policy, the head of each department now holds a Ph.D. degree or its equivalent, and is finding various means for carrying his training further yet, while the instructors and assistant professors are being encouraged to continue their training. Furthermore, the list of monograms, books, and publications of teachers, and projects of research

and investigation going on is lengthy. Members of the staff are carrying on some form of productive scholarship continually. One professor is conducting an investigation in collaboration with a scientist in St. Louis. Gifted students are also associated with the professors in some of their research projects, and this comradeship has a stimulating influence on both students and professors.

A FOURTH policy upon which Hendrix is to be commended is that of a strong emphasis upon student scholarship and growth. The College is thoroughly committed to the purpose of developing the power of independent study and of encouraging student initiative along intellectual lines. For eight years Hendrix has required a final oral examination of all students coming up for the Bachelor's degree, and for three years it has sought chiefly through allowing students to read for honors, to foster independent work.

Students who have made exceptional records in the Freshman and

HENDRIX STADIUM AND GYMNASIUM (AIRPLANE VIEW)

Sophomore years are eligible to election by the faculty to read for honors at the beginning of the junior year. Such election carries with it certain exemptions from some of the formal classroom requirements and thus allows the student an increased amount of time for pursuing lines of study that appeal to his interests. Each honor student is assigned a table either among the stacks or in a special reading room of the library, and his work is carried on under supervision and guidance of his major professor. Independent study is not restricted to students reading for honors, however, since any student who wishes may, in the last three semesters of his college course, apply for the privilege of doing independent work. The requirements for work and the regulations governing credit are the same in such cases as those applying to students reading for honors. The system is designed to stimulate a high degree of intellectual life and self-education among gifted students.

As a further means of stimulating student intellectual life, the college has welcomed certain scholarship fraternities and other honor societies to the campus.

That the emphasis upon scholarship has borne fruit in terms of a product of excellent quality is evidenced by a recent and gratifying report from the Graduate School of the University of Chicago upon 29 former Hendrix students. According to this report these 29 students made a total of 401 grades which were distributed in the grade scale as follows: H, 17; P, 100; A, 92; B, 140; C, 44; D, 4; and F, 4. Deans of Graduate Schools where Hendrix students have enrolled are unanimous in giving strong words of commendation to the quality of work done by the Hendrix products.

HENDRIX College throughout its history has fully recognized and emphasized its Christian character growing out of its relations to the Church. It has not placed the emphasis on Church-ism, but on Christian character. It has attempted through its officers and work to make Christianity a living fact in the lives of students. It has not indulged in pious professions, but has sought to have Christian ethics registered in the conduct of students. Two men devote their entire time to Bible and religious education—Dr. C. J. Greene, head of the department, and Nat R. Griswold, of Northwestern University. These are ripe scholars in the field of religion, and in addition to this work as teachers, they are leaders in putting the Christian element into the activities on the campus. Their scholarship is deep and their Christian experience is genuine.

Present upon the campus are the usual religious organizations which are influential in enlisting students in religious activities and which are helpful in interpreting religion in the practical terms of college life. Prominent in the daily program is the customary chapel session which is used in a constructive effort to promote religion in general and to encourage Christian relationships upon the campus and instill right attitudes toward life.

Dr. Greene and Mr. Griswold in their sponsorship or religious activities upon the campus have the active support and coöperation of Dr. J. W. Workman, pastor of the local Church, who has had wide experience as a Christian worker among students. It is the belief both of these men and of the College Ad-

ministration that a close contact with the local Church during the college years is of untold assistance not only in solving the religious problems which come to students, but in preparing them for effective leadership in their respective local Churches after they have gone from college into the busy affairs of later life. Accordingly, an aggressive program of College-local Church coöperation is continually carried on and every effort is made to relate the Methodist students of Hendrix to Dr. Workman's organization. The Young People's Division of the local Church, both Sunday school and Epworth League, make college students welcome in their ranks and allow them abundant recognition and opportunities both for filling the various offices of the organization and for engaging in other kinds of service. The coöperative relationship between Church and college is proving effective and mutually satisfactory.

CONSOLIDATIONS have recently strengthened and unified col-

HENDRIX LIBRARY

lege work fostered by the Methodists in Arkansas. In 1888 the three Annual Conferences of Arkansas declared for a unified policy in higher education, to be expressed through one college with emphasis on the higher education of men, and one college exclusively devoted to the education of women. Actually this took form in Central Collegiate Institute, bought in 1884 by the Conferences of the Methodist Church in Arkansas and later renamed Hendrix College, and in Galloway Woman's College, opened in 1889 at Searcy. The little town of Altus in which Central Collegiate Institute was located proved inadequate as a basis for a strong college. Accordingly, the Church relocated Hendrix College and opened it at Conway in September, 1889. The sharp contrast between towns for the location of Hendrix resulted in the founding of several other colleges. Soon most of these schools died. The one possessed of largest vitality was Henderson-Brown College, fostered by the Little Rock Annual Conference, and opened in 1890.

Three streams of culture fostered by the Methodists of Arkansas headed up respectively in Hendrix at Conway, Galloway at Searcy, and Henderson-Brown at Arkadelphia, and ran in separate channels until 1929 and 1930 when after two years of hard study they were by action of the Conferences turned into one channel. Henderson-Brown at Arkadelphia and Hendrix at Conway were consolidated into one senior coeducational college, at Conway, in 1919, and named Hendrix-Henderson College. In the fall of 1930 the Galloway College Board and the Annual Conferences decided that they could not for some time to come provide the means for maintaining Galloway as a standard senior college, and accordingly ordered the consolidation of Hendrix-Henderson and Galloway into one system, operating at Searcy a standard junior college for women, and at Conway a standard senior coeducational college. They also ordered that one Board of Trustees should be in charge of both colleges. J. H. Reynolds was elected president of the two colleges, J. M. Williams, Vice President, and G. L. Bahner, Business Manager, and the alumni of Henderson-Brown, and Hendrix - Henderson, and the alumni of Galloway and into one organization. Shortly afterward the name of the Conway school was shortened to Hendrix College, and Hendrix and Galloway together became the Trinity College System.

IN September of this year this new program went into operation in a satisfactory manner. The spirit of unity between the colleges is strong. The two faculties spent three days in an outing together just before the opening of the colleges, and the good fellowship which resulted has gone far toward welding the official forces of the two colleges into one. The Church throughout the State has accepted the merger and is increasingly enthusiastic over the achievement. Galloway, like Hendrix, has been noted for its adherence to honest scholarship and Christian standards and for its emphasis upon those fine qualities of womanhood basic to the supreme task of home building. Under the new plan Galloway will continue this emphasis. The college has an excellent physical plant and has started the new régime under favorable conditions. Hendrix, in addition to the usual number of freshmen, has an increased number of

(Continued on page 21)

Central College Co-operates in the Rural Life Institutes in the Missouri Conference

FULTON MOORE*

AS a part of the extension program in the Missouri Conference, a series of Rural Life Institutes was held last spring under the direction of the presiding elders and the executive secretary of the Board of Christian Education. Beginning on March 30, three institutes were held each week, on Monday, Wednesday, and Friday until May 15. Twenty-one institutes were held in as many zones in five of the districts of the Conference. In most of these there were three sessions, morning, afternoon, and evening. The total attendance by sessions was, morning 540, afternoon 675, and evening 896, making a grand total attendance of 2,111. For the most part these were adults, some children and young people attending in the evening.

It was the purpose of these institutes to awaken the people, pastors, and laymen, to the problems of life and the opportunities for meeting them that are present in each community. A constructive approach was taken in that the addresses and discussions presented positive opportunities within the community open to all who would accept. Four areas of life experiences were considered in the program, Educational Opportunities, Economic Life, Health, and the Church Serving the Community. Speakers without the local Church but within reach of the community and available for use in such meetings were invited to take part on the program. County Farm Advisors gladly came to discuss Improving Our Economic Life. The County Health Nurses were just as glad to speak on the subject, Health Happiness. Professors of Central College went along to tell of Educational Opportunities, including public education and the opportunities

(Sample Program.)

Methodist Episcopal Church, South
RURAL LIFE INSTITUTE
Ravenwood, Missouri
April 6, 1931
Rev. V. O. White, Presiding Elder in the Chair

PROGRAM

Morning Session—10 o'Clock

Devotional—THE ABUNDANT LIFE
Rev. H. D. Thompson
Address—SEEING LIFE WHOLE
Rev. Fulton Moore
Discussion Period
Address—EDUCATIONAL OPPORTUNITIES
Dr. E. B. Gift, Central College
Discussion Period
WHO IS HERE? Recognition of Groups Present

Basket Dinner and Fellowship Hour

Afternoon Session—1:45 o'Clock

Devotional—THE ABUNDANT LIFE
Rev. H. D. Thompson
Address—IMPROVING OUR ECONOMIC LIFE
Mr. A. J. Dinsdale, County Farm Agent
Discussion Period
Special Music
Address—THE CHURCH SERVING THE COMMUNITY
Rev. P. F. Newton
Discussion Period
Pointing Out the Displays
Adjournment 4 o'Clock

Basket Lunch Hour

Evening Session—7:30 o'Clock

Devotional—THE ABUNDANT LIFE
Rev. H. D. Thompson
Address—HEALTH HAPPINESS
Miss Margaret Davison, County Health Nurse
Moving Picture—HOW TO LIVE LONG AND WELL

Final Adjournment—9:00 o'Clock

*Executive Secretary Missouri Conference Board of Christian Education.

open through the Church and the Church college. A pastor from the zone visited spoke on The Church Serving the Community, and another gave a devotional talk at each session. Above is a sample program showing the arrangement of the speakers and the discussion periods.

IN some places there were no nurses nor county farm advisors available. An illustrated lecture on Belgian Congo life with a set of slides from that mission field was substituted for the address of the nurse. The executive secretary attempted to take the place of the farm advisor, leading a discussion of the farm problems of the local communities. The motion picture film How to Live Long and Well, was furnished free of charge by the State Board of Health and was shown each evening whether a nurse was present or not.

As a background setting for the sessions a table of curios from the Belgian Congo and thirty-five posters dealing with these areas of life experiences were placed in easy sight around the room. The posters included pictures of Central College, local Churches and their congregations, pictures from the mission fields and from the farm adviser, government bulletins relating to agricultural problems, and brief statements concerning the relation of the Church to the community life. This display added much to the atmosphere of the sessions and served to keep up the interest during the intervals between them. Always in these intervals some one was looking at the posters or curios.

Especial mention should be made of the coöperation of Central College in these institutes. When the idea first took form, President Robert H. Ruff and Dean E. P. Puckett were consulted about the feasibility of such a program. As the plans grew these two men through conference with the executive secretary had a vital part in the development of the project. It was through them that speakers on educational opportunities were obtained. President Ruff was more than willing to send one professor each week to make the address and lead in a discussion of the topic. These professors entered into the spirit of the sessions, doing their work well and forming worth-while contacts with the people. In the afternoons, they visited the local high schools and became acquainted with the senior classes. Several new students have come to Central College this year because of the efforts of these men. In addition, many friendships for the College were made, the worth of which cannot be measured.

CENTRAL College has always had a prominent place in the hearts of the people of the Missouri Conference. In the past through the work of such men as Dr. W. M. Alexander, now with the General Board of Christian Education, who pioneered this type of program, and who was of much assistance to the conference superintendent and the extension secretary, Central made her place as the Methodist College of the State. Now with this last contribution she has even more endeared herself to the Conference. The executive secretary is deeply indebted to the College for her participation in the project.

Each professor on his return from the week's trip made a report of the three institutes, evaluating the project as an educational experiment and as a means of contact for the College. Suggestions were made

(Continued on page 26)

Are Pastors' Schools Meeting a Distinct Need?

W. M. ALEXANDER

The Tests Applied

JUDGED by the difficulties they have faced and overcome, the values which the pastors themselves place upon them, and the many requests for their continuance with an enriched program, and the results which they have achieved, an affirmative answer is the only one that can be given. And, these are the tests by which the value of any agency or institution is usually determined.

Difficulties and How They Were Met

IN most cases neither the Local Boards of Managers, nor the coöperating General Boards had the money to put into the schools during the past year that was formerly expended. The depression also naturally affected the attendance. Twenty-one fewer graduate courses were offered than in 1930. But notwithstanding this, in about two-thirds of the Schools both the attendance and the number of credits issued were considerably in advance of last year. In most cases where the attendance fell off there were obvious local conditions operating to keep the enrollment down. Even with one less Pastors' School and two fewer coöperative schools held during the past year, the total attendance and credits issued compare most favorably with former years.

It was generally felt that the spirit and interest in the schools during the past year were above former years. A larger per cent of those enrolled took credits. The inspirational note was more generally sounded and was met with a heartier response. Several of the schools reached a new high level in inspirational features.

What Pastors Say

THE values of the Pastors' School most frequently mentioned by pastors themselves are (1) the illuminating platform addresses, (2) contacts with masters in the various fields of pastoral leadership, (3) the introduction to new viewpoints, (4) becoming acquainted with the best available books in the pastor's field, and (5) the days of stimulating fellowship with others of kindred tastes, aims, and responsibilities.

Plans for 1932

THE very success which has attended this phase of our training program makes an expanding forward-movement necessary. A restudy of the whole Pastors' School movement has been in process for some months. This restudy, partly in response to requests from the field, is resulting in an expanded and an enriched curriculum. Both new and modified courses, to meet the needs of our changing program, will be offered in 1932. Also, the distinct Pastors' School courses of former years are being articulated more closely with those in the specific field of Christian education, missions, and lay activities. In organization the schools will be operated very much as in former years, their administration resting largely with the Department of Schools and Colleges. They will continue to be coöperative enterprises, however between the Departments of the Board of Christian Education, the Board of Missions, the Board of Lay Ac-

(Continued on page 21)

John Wesley's College

W. B. STUBBS*

IN John Wesley's Journal for October, 1778, we find the following notation:

"Wednesday, 14. I went to Oxford, and, having an hour to spare, walked to Christ Church, for which I cannot but still retain a peculiar affection. . . ."

A casual reader outside of England today may not realize that John Wesley was here, fifty-seven years after entering college, expressing an affection for his *Alma Mater.* Christ Church is a college, one of the twenty-odd federated colleges forming Oxford University.

The word *college* is not used following the words *Christ Church,* nor is there any *Christ College* at Oxford. The famous foundation is often referred to as "The House" by Oxonians, possibly because the Latin words *Aedes Christi* (House of Christ) have been used for so many years rather than the English "Christ Church."

Many may wonder that this college is not called a *college* and may think it strange that it is called a *church.* It *is* a church. Henry VIII is responsible for this institution being both a church and a college. In the year 1546, the See of Oxford was moved from Osney to Oxford itself, the cathedral of the new diocese being the church adjoining the buildings of Wolsey's "Cardinal College." Henry VIII reestablished the college which Cardinal Wolsey had started, uniting the See of Oxford with the academic college or the collegiate corporation under the name *Ecclesia Christi Cathedralis Oxoniense ex fundatione Regis Henrici Octavi."*

The details of the history of Christ Church before and after 1546 may not interest us deeply, but it helps us to understand references to John Wesley's college, to realize that for generations the Dean of Christ Church has been head of the Cathedral of Oxford and head of the academic activities which have resulted in the development of so many outstanding leaders in English life. It may also be of interest to know that the "members of the House," including ordinary undergraduates, have continued to our own day the wearing of surplices to the services, where they sit together, apart from the townsmen, in the nave of the cathedral. This peculiar custom is an outgrowth of the fact that the college and the cathedral are actually one and the same foundation.

The college which John Wesley attended as an undergraduate is one of the most famous of the Oxford group. Five Prime Ministers of England in the nineteenth century were members of Christ Church. The college buildings, including the cathedral, the great dining hall, and "Tom Tower" built by Sir Christopher Wren, are show places of Oxford and are intimately connected with English history. The grotesque figures which inspired Charles Dodgson (Lewis Carroll) in his creation of the characters in "Alice in Wonderland" have remained in the tile of the fireplace in one of the college rooms.

Much of interest has been written about Christ Church and about Oxford. A new interest is felt at the present time when the Methodist Episcopal Church, South, is integrating the work of its colleges with the work of its local Churches. It gives us great encouragement to realize that Wesley attended a col-

*Associate Dean, Emory Junior College, Valdosta, Ga.

lege which was an integral part of a Church and to know that a college so related to a Church has made great contributions to English life and to the world.

What Makes a College Great

OF one thing more I would speak: of a feeling rather than an idea. The state may live up to the highest obligations of sound educational policy, the faculty and president may approach the problems of education in the finest spirit of scholarly open-mindedness, and yet the university will not be really great. If there be not within its body a spiritual force, a quality of the soul, the one thing needful for true greatness will be lacking.

"No university can be great that does not feel itself animated and lifted up by an influence stronger than the sum of individual forces of its students and professors. Without a sense of dedication to a task of larger scope than even teaching and research, a university will not achieve its largest usefulness.

"On the other hand, no university can be other than great which, while it fills the ranks of its faculty with poets, historians, philosophers, artists, and scientists, who by the grace of God are also teachers, and while it focuses its attention steadily outward beyond the daily routine upon the ancient but ever youthful enterprise of learning, stands true to the spiritual traditions of the earnest men who gave themselves without stint that it might grow and prosper. Such a university will lift up men's hearts and teach them to keep faith with their souls."—*From the Inaugural Address of Robert Gordon Sproul, Berkeley, Calif., October 22, 1930.*

Hendrix College

(Continued from page 16)

transfers from other colleges in the upper classes. The emphasis on co-education is shown in the fact that forty-five per cent of the present student body are women.

Hendrix is now worth about one and one-half million while Galloway, above indebtedness, is worth something like a half million. The recent consolidations have laid the foundations for a great system, and it may be safely predicted that Galloway will become an outstanding junior college, while Hendrix will develop into an institution of large regional importance. Together, they will, without doubt, wield a powerful influence upon Christian education not only within the State of Arkansas, but throughout the Southwest.

In 1934 Hendrix will celebrate the fiftieth anniversary of her founding. Glorious has been her past and even more glorious is the promise of her future.

Are Pastors' Schools Meeting a Distinct Need?

(Continued from page 19)

tivities, and the various Annual Conference agencies promoting the schools.

Pastors' School Bulletin

BY the time this reaches the reader, a Pastors' School Bulletin should be off the press, outlining the proposed changes in curriculum, the new agreement as to awards, a restatement of regulations under which schools are to be held, and suggestions to local Boards of Managers and Conference Executive Secretaries for the promotion of this phase of our work.

The Quarterly Educational Program

NOVEMBER brings us to another fifth Sunday occasion and therefore to another special opportunity for presenting the work of our schools and colleges to the people of the local Churches. As has been explained in the past, the General Board of Christian Education is asking that this presentation be chiefly through the Worship Service of the Sunday school, and accordingly an appropriate worship program has been prepared. It is hoped that small schools of only one department and that the Young People's and Adult Departments of larger schools will find this material available for use in their worship services on November 29, or that they will use other material which appropriately lays emphasis upon the Church's work in higher education.

This worship program appears in outline form in the *Sunday School Magazine,* the *Adult Student,* the various Sunday school quarterlies, and the *Lesson Leaflet,* while it appears in complete form in the *Workers' Council.* Its theme is "Being Thankful for Means of Learning About God." An effort has been made to provide supplementary and enrichment material in the nature of pertinent articles which are appearing in various of our November periodicals. The services of Rev. Mimms Thornburgh Workman, who is well known throughout several sections of our Church and who has had more than a dozen years of contacts with campus situations, were secured in preparing several of these articles, and others were written by persons no less able to discuss their subjects.

IN the November *Adult Student,* under the caption, "By Their Fruits," Dr. Workman has presented a challenging array of facts concerning the more general contributions of Christian education to American life and progress. In the *Sunday School Magazine* he has a more detailed, though equally challenging, array of facts concerning the contributions made over periods of several years by various schools of our denomination. The title of this article is "Producing the Salt of the Earth." In the *Workers' Council* Dr. Workman writes on the subject, "Why the Church College," and faces frankly the question raised in the title of the article. He proceeds with a clear-cut analysis of the major factors involved and is generous and fair in his treatment of other types of higher education. Writing in the *Epworth Era* on "Why We Believe in Our Colleges," Dr. Workman makes a challenging presentation that should go far toward enlisting the support of any reader in the interest of the Christian college. In the *High Road* of November 29, Dr. Workman will have an article on "The College Question," which is very timely in that it will reach thus early in the school year such of our youth as may be finishing high school this year with a thought-provoking message designed to draw their attention to the advantages of the Christian college as they make their educational plans for another year.

In addition to Dr. Workman's articles, Dr. Hillman, President of Emory and Henry College, is preparing for the *Methodist Layman* an article designed to call the significance of the Quarterly Education Program to the attention of the Laity of the Church. In addition to his college connection, Dr. Hillman is Conference Lay Leader of the Holston Conference, and is thus peculiarly fitted to make this presentation.

Space which has been tendered by the *Christian Advocate* in its issue of November 20 will contain an article by Rev. E. Gaston Foote, of Haskell, Tex., who is one of the younger members of the Northwest Texas Conference. He is a man of strong academic qualifications and of wide travel experience. Rev. John W. Price, of Petersburg, Tex., has contributed material for the *Church Bulletin* of November 29, using for his theme, "Methodism's Educational Heritage." Brother Price is also one of the younger and very aggressive members of his Conference and is fitted to make this presentation by reason of practical contacts with school and pastoral situations.

MENTION should also be made of a service being rendered by Miss Idalene Gulledge, Director of the Wesley Foundation at North Carolina College for Women, Greensboro, N. C., in the preparation of a specially adapted worship program suggested for use in Wesley Foundation groups in State school centers. This program is being mimeographed and will be mailed out to Wesley Foundation Directors.

While the Department of Schools and Colleges has sought through these articles to make available a reasonable amount of material for use in preparing and observing the Quarterly Education Program, it should be borne in mind by pastors and other local Church officials that the above list by no means represents the sum total of easily obtainable material. Individual colleges of our Church will in many cases send out literature of their own by way of supplementing these articles, and in every case the Conference college or a near-by college will be glad to furnish, upon request, facts and suggestions for giving the observance of the Quarterly Education Program a very concrete and localized slant.

It is the earnest hope of the Department of Schools and Colleges that observance of the Quarterly Education Program in November may find a place in more local Churches than ever before.

The Teacher

I SING the praise of the unknown teacher.

Great generals win campaigns, but it is the unknown soldier who wins the war.

Famous educators plan new systems of pedagogy, but it is the unknown teacher who delivers and guides the young. He lives in obscurity and contends with hardship. For him no trumpets blare, no chariots wait, no golden decorations are decreed. He keeps the watch along the borders of darkness and makes the attack on the trenches of ignorance and folly. Patient in his daily duty, he strives to conquer the evil powers which are the enemies of youth. He awakens sleeping spirits. He quickens the indolent, encourages the eager, and steadies the unstable. He communicates his own joy in learning and shares with boys and girls the best treasures of his mind. He lights many candles which, in later years, will shine back to cheer him. This is his reward.

Knowledge may be gained from books; but the love of knowledge is transmitted only by personal contact. No one has deserved better of the republic than the unknown teacher. No one is more worthy to be enrolled in a democratic aristocracy, "king of himself and servant of mankind."—HENRY VAN DYKE, *The Unknown Teacher.*

THE DIVISION OF

The Wesley Foundation

J. M. CULBRETH

The Plan and Function of the Wesley Foundation

THERE isn't a Church in any college community that has room enough and facilities enough and program enough to meet the religious needs of the Methodist students enrolled in the college. If all the Methodist students even attended public worship regularly there would not be seating for the local congregation. And to attempt to employ all the students in the work of the Church would mean the elimination of most if not all of the regular members of the congregation.

These two facts explain major difficulties that stand in the way of students taking part in the work of the local Church. Few congregations are able to provide the material equipment for large scale participation by students. Five years ago, a survey of Churches situated in college communities showed that very few laid any claim at all to a plant adequate for even a restricted ministry to students.

With rare exceptions congregations are not swift to invite students to take part, to any considerable extent, in the work of the local Church. The inexperience of students and their limited residence in the community are deemed sufficient justification for this attitude. Added to these is the aloofness if not the hostility that so easily develops between the young people of the town and the students of the college. Still another bar to student participation is the suspicion, the distrust, the open criticism with which many pastors view the college and its work. This of course, breeds in students corresponding attitudes toward the local Church. In the face of these difficulties what practical provision can be made for students to take part in the activities of the local Church?

Opportunities for taking part may be multiplied by closer coöperation between the campus and the local Church through the Wesley Foundation.

The basis of the Wesley Foundation is the Young People's Department of the Local Church.

The Young People's Department has six standing committees, namely:

Worship.

Evangelism and Church Relation.

Missions and World Friendship.

Citizenship and Community Interests.

Recreation and Personal Development.

Leadership Training.

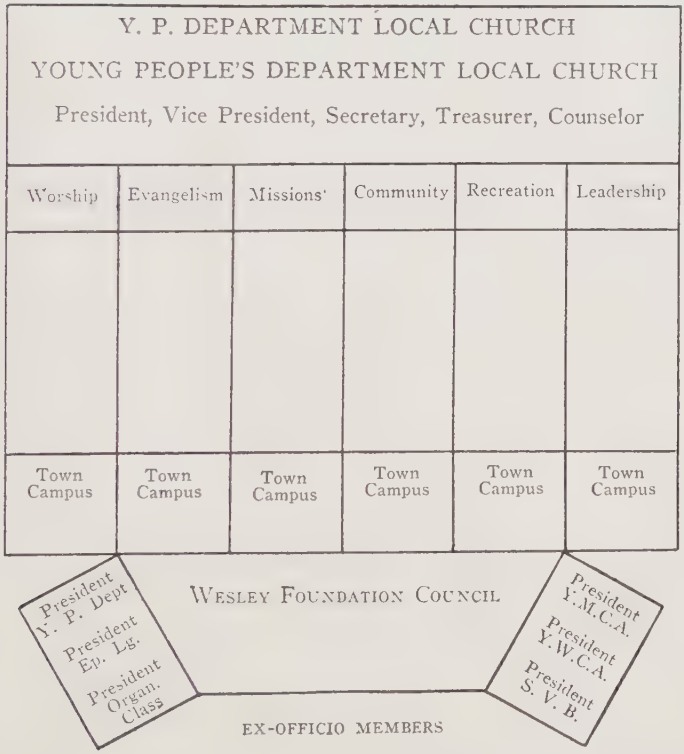
In a college community let care be taken to place on each one of these committees representatives from the town and representatives from the campus.

Then, from each committee select one town young person and one campus student, making in all twelve. These twelve, together with the director, form the Wesley Foundation Council of thirteen members.

To this Council may be added as ex-officio members the President of the Young People's Department, presidents of Sunday school classes, and presidents of other religious organizations which may desire representatives in the Council. For example, where the Epworth League

is maintained as a separate organization from the Sunday school, the President of the Epworth League should be an ex-officio member of the Council. In the same manner the President of the Y.M.C.A., of the Y.W.C.A, of the Student Volunteer or Life Service Band, and of the Ministerial group should be ex-officio members of the Council.

The following chart will help to make the plan clear.



The functions of the Wesley Foundation Council may be stated under three heads:

1. To help adapt the program of the local Church to the needs of college students and to help students relate themselves vitally to the local Church.

2. To help enrich and promote campus religious life and to help the local Church meet its responsibility for college students.

3. To aid in unifying all the religious interests of students so that every religious agency will count for the utmost in the total program.

Introducing the Wesley Foundation on the Church College Campus, Central College

The question of whether the Wesley Foundation is needed on the Church college campus was raised in the meeting held in Nashville last March. That the idea is gaining ground the following items will show.

BY arrangement with President R. H. Ruff and the pastor of the college Church, Rev. W. B. Selah, I spent three days the opening week of school on the campus of Central College, Fayette, Mo.

Two years back, aided by Dr. W. M. Alexander, the students of the college organized the Central Christian Students' Organization. The C.C.S.O. was designed to unify the religious life of the campus and develop a program in relation to the local Church. In structure and aim and method this organization represents with gratifying fidelity the spirit and plan of the Wesley Foundation.

After two conferences with the officers of the C.C.S.O. and conversations with many individual leaders, the way was opened for bringing the C.C.S.O. into the Wesley Foundation as a Chapter of the South-wide organization.

Birmingham-Southern College

MR. JOE BROWN LOVE and I were welcomed to the campus of Birmingham-Southern during the first days of October.

After conference with President Snavely and members of the faculty we met a student-faculty group of twenty-five or thirty at luncheon. The development of the Wesley Foundation was sketched and the plan of organization which has been evolved explained in detail. The discussion extended far into the afternoon. As the idea became clearer to the leaders interest in the plan deepened.

In the evening Mr. Love and I were given an opportunity to discuss the Wesley Foundation with the Local Church Board of Christian Education of McCoy Memorial Church. Scrutinizing very closely the plan of the Wesley Foundation, this influential group expressed its readiness to coöperate with the General Board of Christian Education in establishing a Wesley Foundation at Birmingham-Southern.

Emory Junior College

REV. N. G. LONG is the pastor of the Church at Oxford, Ga., the home of Emory Junior College. For two years, it will be recalled, Mr. Long was connected with the General Board of Education as a College Visitor. His interest in students, so effectively expressed in that service, has become intensified in the close relation he enjoys to Emory Junior College.

Mr. Long arranged multiplied contacts with students for me during my recent stay on the campus. Chapel talks and sermons in the Church were supplemented by conferences with student religious leaders, faculty groups, and Sunday school officers and teachers.

The plan of the Wesley Foundation was enthusiastically approved and steps were taken to establish a chapter of the organization on the campus of Emory Junior College.

Central College and Rural Life Institutes in Missouri Conference

(Continued from page 18)

for the improvement of the program, and for publicity in getting the attention of more people. The consensus of opinion was that such institutes were well worth the time and effort.

Each host pastor who entertained an institute was asked to express his opinion of the curios, posters, addresses, and methods of the program. Nearly every one expressed high favor and requested that such meetings be held at least twice a year. The project seemingly has proved its worth and the right of the one-day institute to consideration as an educational instrument for group work.

THE DIVISION OF

Life Service

JOE BROWN LOVE

Guiding Youth in Growth and Service

THE CHURCH has done some very creditable things in its program for young people. Through well-developed training courses and conferences, and in some cases through very effective personal counseling, the young person has been helped in considerable measure. He is coming to a better understanding of himself and of his world and of the forces at work in this world. But now we must face the problem of going much further, both in the extent and in the degree of our attempts to give specific guidance and help, especially in assisting the young people of the Church in the discovery of a sound Christian philosophy of life and in finding the places in society in which they can live most usefully.

There have been times in the past when we have been content if we exerted enough pressure to keep a steady flow of life service volunteer recruits coming into the regular fields of service of the Church. Recruiting for the work of the Church must continue to be one of our first concerns, but we must not stop there. There must be continued guidance and help in the training and growth of these recruits. Consecration is the first essential. They can bring that out of the warmth and strength of youth, but we must help them to the decisions and preparation which will make that consecration effective.

Not only is there this need in the guidance of the regular life service volunteers who will work under the direction of the Church, but also there is another need which is of ever growing importance. This is on that broader field of vocations other than those traditionally thought of as under the immediate direction of the Church. Here is a golden opportunity if the Church can bring those who are going into these vocations to use Christian motives upon which to base their decisions and can help to direct their development in such a way that they will live as Christians in their chosen business or profession and also help, to make it Christian.

To youth life service is not a sad and sanctimonious term, marked now by sudden ecstatic joy or again by copious weeping. It is a serious business, not a matter for a moment's emotional outburst to determine. It concerns his whole being; his choices here largely determine his entire life, its pleasure and its pain; its comparative effectiveness or failure. The Church must make its call to service strong enough to be heard in the face of the many others, and then help the young people to find an adequate Christian basis for making decisions. Furthermore, it must make clear the various types of service, pointing out the avenues furnished directly by the Church and allied Christian agencies, and also the opportunities open in the many other fields for a real contribution toward Christianizing the social order of which we are a part.

Many of our young people are becoming awakened to the need in some of these fields, such as industry, with its many complex problems. With the proper stimulation

and guidance they could make an evergrowing contribution in this part of the program of the Church. Thus, they might come to see that the Church does have a vital concern in these things and that their efforts can be in line with the Church rather than set over against it.

The young person who must decide where to place his life needs all the help we can give in order to see the problem sanely and to decide wisely, both in the initial choice of vocation and in the kind and amount of preparation which would be adequate. Heretofore, all too many decisions have been made on the basis of an inadequate knowledge of the need of the field or because of some special talent or present inclination. The extent and permanence of the need in the field in view should be considered and the special talent of the person carefully weighed. We should help him in thinking through these things and in placing a very strong consideration upon the question as to which vocation will furnish the best avenue of expression for his whole personality, which will provide the opportunity for the greatest personal growth and the fullest release of power which is possible for that person, and through which he may contribute most to the life of the world community of which he is a part. If the youth of the Church is satisfied with less or drifts into less, it means that we have failed at our task.

The Church must be especially careful in enlisting and directing the training of those who will work in its employ. Increasingly exacting demands will require more careful selection to insure more capable as well as consecrated workers. The Church can do more in caring for its own workers because it has the facilities to provide for their entire training. In some other fields all it can do is to give aid in the making of decisions and in guiding their growth into a sound Christian philosophy of life which would influence later attitudes and practices. In either field, the Church must realize its responsibility for the guidance of this person. A recognition of this as a real problem, and an intelligent and adequate meeting of it is the only way in which the Church can fulfill its real obligation in this respect. This, it cannot do merely by recognition from its central office. The real work must be done in the field by pastors, professors, young people's workers, and others who have an intimate personal contact and who have both the determination and the ability to face the matter squarely, sanely, and prayerfully. It must be worked at with patience and intelligence by people who are willing to listen as well as talk, to learn as well as to teach.

The Marks of a Good College

It sets up a high standard of morals.

It depends more on teachers than on laboratories.

It puts scholarships before society.

It teaches as many valuable lessons outside the classrooms as in them.

It encourages real revivals of religion.

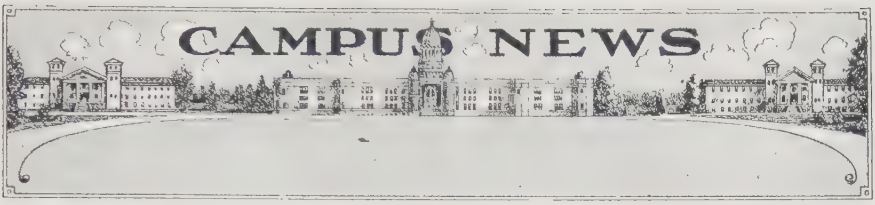
It welcomes students who must work their way through.

It spends as much money on its library as on its athletic field.

It prefers quality to quantity in its enrollment.

It is willing to be a real college instead of a sham university.

It believes that knowledge, added to character, will provide the ideal career.—*St. Louis Advocate.*



Service Scholarships Gift of Unknown Donor

A FRIEND of education who has requested that his identity remain unknown has presented Martin College (Pulaski, Tenn.) with fifty service scholarships of the value of $200 each, to be awarded for the current year to students who are anxious to continue their education and who are not now in college.

Additional stipulations of the donor, according to President Sinclair Daniel, are that each recipient render one hour of service daily for the college, his idea being that something for nothing is never appreciated.

Senator and Governor Head Endowment Drive

FORMER Senator W. E. Brock, of Chattanooga, Tenn., and Ex-Governor Henry G. Stuart, of Elk Garden, Va., have been selected to serve as general chairman and honorary general chairman, respectively, of the Emory and Henry-Hiwassee College endowment campaign for $500,000. This campaign, which began October 26, was authorized by the Holston Conference, Methodist Episcopal Church, South, to aid the two Methodist institutions of learning, Emory and Henry (Emory, Va.) and Hiwassee (Madisonville, Tenn.)

President J. N Hillman of Emory and Henry College was chosen as general vice chairman to be assisted by President J. M. Colston of Hiwassee College, Rev. F. A. Carter, of Sweetwater, Tenn., and Henry C. Gilmer, of Norton, Va. Each of the ten districts in the Conference will be organized with a chairman who in turn will organize each church, all working toward the $500,000 goal.

Educators Write Important Books

IN a book just off the Cokesbury Press, *Studies in Religious Education,* three leaders in Southern Methodist education are contributing authors. They are Dr. P. Henry Lotz, of Woman's College of Alabama (Montgomery), editor, and author of the chapter on "The Week-Day Church School"; Dr. J. S. Seneker, of Southern Methodist University (Dallas, Tex.), whose chapter is entitled "Theory and Function of Worship in Religious Education," and Dr. J. Marvin Culbreth, of the General Board of Christian Education, author of the chapter on "Religious Education in Tax - Supported Institutions of Higher Learning."

The book, which is intended to be a source and textbook for colleges, universities, and discussion groups in the field of religious education, presents the viewpoints of twenty-nine writers, each of whom is a specialist in his respective field.

Dr. Charles A. Ellwood, professor of sociology in Duke University (Durham, N. C.), is one of several contributors to a new volume recently published by the University of Chicago Press, entitled *Religion in Higher Education.* Professor Ellwood's chapter is a discussion of

the implications of religion on current trends in the social sciences.

Dr. S. W. Geiser, head of the biology department, Southern Methodist University (Dallas, Tex.), has a new book, *Naturalists of the Frontier*, which will soon be off the press. Portions of Dr. Geiser's book have been published by the *Southwest Review* during the past three years.

EMORY UNIVERSITY (Atlanta, Ga.) enters the 94th. consecutive year of its history with an enrollment only two per cent less than last year, according to President H. W. Cox, who expressed gratification at the small decrease. The freshman class numbers 200 as compared with 225 of last year, while the total enrollment will approximate 1,100.

President Cox in an open letter has urged students and faculty to coöperate in effecting economies which will enable the university to carry on a normal program of work and make it possible for a large number of men to attend school who otherwise would have to lose the year.

Texas Students Follow Church Legislation

SOUTHWESTERN UNIVERSITY (Georgetown, Tex.) is playing its part in setting up Church school organization under the new legislation made by the General Conference of the Methodist Episcopal Church, South.

For the young people's department of the First Methodist Church there, a group composed entirely of Southwestern University students, has just completed its organization according to the new plan.

Southwestern students run the department by themselves, and an organization elected the following officers: Charles Rumble, Edinburg, Tex., president; Miss Cherrelle DeBardeleben, Brownsville, Tex., vice president; Eli Aronson, Elgin, Tex., secretary-treasurer; and Miss Tomasine Howell, Orange, Tex., publicity representative.

The department is divided into the young men's class, young women's class, and teacher-training class; and in the first two the open forum discussion method is used. The students of the department also have their own orchestra, composed of and directed by students.

Alabama Woman's College Combats Depression

NEW courses and an enlarged curriculum have brought new faculty members to Woman's College of Alabama (Montgomery, Ala.), according to President W. D. Agnew, who expects the twenty-second session of the school to make a remarkable showing in spite of the fact that 1931 is regarded as "depression year."

Miss Lorena Parrish, of Richmond, Ky., is the new head of the department of physical education; Mrs. Josephine Underwood comes from Peabody College where she has an M.A. degree as assistant professor of English; Miss Clarene Lincoln, of Broadway, Va., is a third teacher in the department of psychology and education; Miss Milbrey Bourne, of New Orleans, La., is instructor in art; Miss Johnnie Aiken, of Iowa City, Iowa, will assist in the Department of Speech; Miss Fannie Corbitt, comes from student ranks at Woman's College to an instructorship in chemistry; and Miss Bessie Barber, LaFayette, Ala., has been elected as dietitian.

A number of new courses have

been added to the department of education in order to permit students to qualify for the increased professional requirements set up by the state department of education for certification. Other new courses are to be found in the department of sociology, in order to prepare students for child welfare and social service work.

Woman's College of Alabama is an A-grade institution—a member of the Association of Colleges and Secondary Schools of the Southern States.

Depression Seen as Aid to Coeducation

DEPRESSION has played strange tricks on college campuses this year; but to Grenada College for young women (Grenada, Miss.) it has brought ten young men and coeducation.

Although Grenada is known as a college for young women, this is not the first time in her long history that men have been enrolled as students, according to President J. R. Countiss, who recalls that the institution was chartered as an institution for the education of young people "of either or both sexes." A few men of the immediate locality have been enrolled in years past, but none within the last decade.

The young men students, for the most part, are attending the Grenada institution in order to live at home and continue their college courses at small expense, it is said.

The Joy of Teaching

I DO NOT know that I could make entirely clear to an outsider the pleasure I have in teaching. I had rather earn my living by teaching than in any other way. In my mind, teaching is not merely a life-work, a profession, an occupation, a struggle: it is a passion. I love to teach. I love to teach as a painter loves to paint, as a musician loves to play, as a singer loves to sing, as a strong man rejoices to run a race. Teaching is an art—an art so great and so difficult to master that a man or a woman can spend a long life at it, without realizing much more than his limitations and mistakes and his distance from the ideal. There never has been in the world's history a period when it was more worth while to be a teacher than in the twentieth century; for there was never an age when such vast multitudes were eager for an education or when the necessity of a liberal education was so generally recognized. It would seem as though the whole world were trying to lift itself to a higher plane of thought.—William Lyon Phelps.

Newsy Odds and Ends

MRS. MAUD TURPIN

Neille Shoemaker, of Yellville, Ark., president of the Tatlers Chapter of Sigma Upsilon, national literary fraternity, upon his return to Hendrix College (Conway, Ark.) for his senior year brought with him a book of original poems which have been published during the summer. Shoemaker, who has been writing since high school days, presented the volume to the Hendrix library.

* * *

Dr. C. P. Groves, of Birmingham, England, guest speaker at the opening of Scarritt College for Christian Workers (Nashville, Tenn.), brought greetings to the student body from the famous Selly Oak missionary training system where he is a faculty member. Dr. Groves was en route to Atlanta, Ga., where he was a delegate to the Methodist Ecumencial Conference from the Primitive Methodist Church of England.

* * *

In addition to the large student enrollment from distant states in the union, an interesting feature of the fall opening of Wesleyan College (Macon, Ga.), is the increased number of foreign students. Genevieve Vasset comes as a junior from Paris, France; Gladys Koh is here from Seoul, Korea; while two Chinese girls, Vung Tsung Woo, and Yoong Ching Lee, from Shanghai, are expected at an early date.

* * *

Duke University (Durham, N.C.) opened the new academic year with a record enrollment. Over 800 freshmen were enrolled on the two campuses during Freshman Week, and the registration of upper classmen and professional students brings the total enrollment to 2,600, a new high point in the history of the university and about ten per cent increase over last year, which held the record up to that time.

* * *

Eight brother and sister groups and one uncle and nephew group are noted in the Hendrix College (Conway, Ark.) student body for the fall semester, while numerous cousins and relatives of former students bear testimony to the fact that the Hendrix habit is a family heritage.

* * *

The price of cotton may be down, but it means a college education for Louisiana students who entered Centenary College (Shreveport, La.) this fall.

For, according to President George S. Sexton, cotton has been added to the list of farm products which may be tendered in payment of tuition charges where other payment is impossible. This is done in order that many students may continue in school and others may not be compelled to defer beginning their college careers.

The school as a whole is devouring the tuition of a large per cent of the student body, for sweet potatoes, milk, eggs, and other farm commodities are taking the place of money in Louisiana this year.

* * *

Students, faculty members, and distinguished visitors combined to make the seventeenth formal opening of Southern Methodist University (Dallas, Tex.) a memorable one.

Pointed Paragraphs

I am saying just as earnestly as I can and I am trying to say it as briefly as I can, that I think there must be a new emphasis upon the human worth that is matriculated year by year in the colleges, and a new test of the colleges not by their buildings or their endowments, but by the men and women they build. For if our civilization breaks anywhere, it is going to break, if it has not already broken, at the point of character. And there is no way by which you can build a character that will stand the kind of strain through which we are going and have been going except to build it upon the foundation which is Jesus Christ and by the power of Jesus Christ working in character. You remember what Glover said, "Speaking by and large, the Christian Church is not making enough of Jesus Christ."—BISHOP W. F. MCDOWELL, *Christian Education.*

* * *

Colleges are in constant readjustment to changing social conditions and demands on education. Many experiments are under way to make liberal arts training more effective. Scores of high-grade buildings for science and other branches have been erected in all parts of the country. Many weaker colleges have changed location to meet shifting economic conditions or have merged with stronger schools.

These readjustments are a sign of vigorous life. Colleges were never stronger than today. If brought together, they would dwarf the largest universities in the land.—*From leaflet, Propositions Underlying the Liberal Arts College, by the Liberal Arts College Movement.*

* * *

"At the present moment educational leaders are profoundly impressed with the need of a better technique in training character. This does not presuppose that the school will undertake to invade the function of either Church or home, but it does propose that the school supplement these agencies in a vigorous fashion."—JOHN J. TIGERT, *The Christian Student.*

* * *

"A third great problem in the field of education is that each part of our educational system must be made to understand, to work with, to coöperate in and develop an educational system as a whole. We may be living in an age of specialists, but we need to live in an age where there is a real desire to master all knowledge. "Our education is too much of patchwork; too little a great statue carved from a single marble. When will America learn that the making of a life is more important than the learning of a subject?"—DR. W. A. SUTTON, *Journal of the N. E. A., October, 1931.*

* * *

"We must hope to develop, through education, a generation of men and women whose sympathies are as broad as their common humanity; a group of individuals who, while seeking to achieve up to the limits of their capacities, acknowledge their responsibility for the welfare of the whole group; men and women tolerant of the belief's of others and yet guided in their thinking by science rather than by superstition or tradition; a nation of individuals whose scale of values places highest the good, the true, and the beautiful."—GEORGE D. STRAYER.

"Character, above all things, determines how long a man can hold a job, whether he will be promoted to places of greater responsibility, whether he will be granted credit for carrying on his business, whether he can hold his customers, whether he can build up his business, whether he can weather an economic storm. All school subjects should be made to contribute to character building and all school activities should be grist for the character mill."—WILL C. WOOD, *Vice President Bank of America, Oakland, Cal., in Journal of N. E. A., October, 1931.*

* * *

"There are other standards of greatness besides vastness of territory, and other forms of wealth besides mineral deposits or agricultural exuberance. Though every hill were a Potosi, though every valley, like that of the Nile, were rank with fatness, yet might a nation be poor in the most desperate sense—benighted in the darkness of barbarism, and judgment-stricken of Heaven for its sins. A state has local boundaries which it cannot rightfully transcend; but the realm of intelligence, the sphere of charity, the moral domain in which the soul can expand and expatiate, are illimitable—vast and boundless as the omnipresence of the Being that created them."—HORACE MANN, *Secretary, Massachusetts Board of Education, 1837-1848.*